

**Texas Education Agency**  
**Standard Application System (SAS)**

<b>2016–2017 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 9, Year 1</b>		
<b>Program authority:</b>	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here.</small>
<b>Grant Period</b>	August 1, 2016, to July 31, 2017	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> <b>Received</b>  <b>Texas Education Agency</b>  <b>2016 MAR 25 AM 11:27</b>  <small>Place date stamp here.</small>  <b>Document Control Center</b>  <b>Grants Administration</b> </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, March 29, 2016	
<b>Submittal information:</b>	<b>Three</b> complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration  Texas Education Agency26   1701 North Congress Ave  Austin, TX 78701-1494 </div>	
<b>Contact information:</b>	21stCentury@tea.texas.gov	

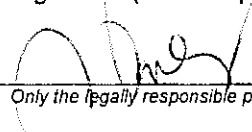
**Schedule #1—General Information**

<b>.Part 1: Applicant Information</b>					
Organization name	County-District #		Amendment #		
<b>Raul Yzaguirre School for Success</b>	<b>101806</b>				
Vendor ID #	ESC Region #			DUNS #	
<b>76-0377101</b>	<b>Region 4</b>			<b>968141507</b>	
Mailing address	City	State	ZIP Code		
<b>2950 Broadway</b>	<b>Houston</b>	<b>Texas</b>	<b>77017</b>		
<b>.Primary Contact</b>					
First name	M.I.	Last name	Title		
<b>Blanca</b>		<b>Saldaña</b>	<b>Director of the Department of Family and Community Engagement (FACE)</b>		
Telephone #	Email address		FAX #		
<b>713-640-3790</b>	<b>saldanab@tejanocenter.org</b>		<b>713-6450430</b>		
<b>.Secondary Contact</b>					
First name	M.I.	Last name	Title		
<b>Maggie</b>		<b>Rodriguez</b>	<b>Grant Specialist</b>		
Telephone #	Email address		FAX #		
<b>956-970-2597</b>	<b>m_rodriguez23live.com</b>		<b>866-600-0374</b>		
<b>.Part 2: Certification and Incorporation</b>					

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**.Authorized Official:**

First name	M.I.	Last name	Title
<b>Dr. Adriana</b>		<b>Tamez</b>	<b>Superintendent</b>
Telephone #		Email address	FAX #
<b>713-640-3774</b>		<b>adriana.tamez@tejanocenter.org</b>	<b>713-644-6232</b>
Signature (blue ink preferred)		Date signed	



3/21/2016

701-16-102-017

Only the legally responsible party may sign this application.

**Schedule #1—General Information (cont.)**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <a href="#">General and Fiscal Guidelines</a> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school district's, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <a href="#">Lobbying Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <a href="#">No Child Left Behind Act of 2001 Provisions and Assurances</a> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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**Schedule #3—Certification of Shared Services**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.				
<b>Member Districts</b>				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

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<b>Schedule #3—Certification of Shared Services (cont.)</b>				
County-District number or vendor ID: <b>101806</b>			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member District</b>				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
<b>Grand total:</b>				

<b>For TEA Use Only</b>	
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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #4—Request for Amendment**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100				
2.	Schedule #8: Contracted Services	6200				
3.	Schedule #9: Supplies and Materials	6300				
4.	Schedule #10: Other Operating Costs	6400				
5.	Schedule #11: Capital Outlay	6600				
6.	Total direct costs:					
7.	Indirect cost (%):					
8.	Total costs:					

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:



**Schedule #5—Program Executive Summary**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Opening Statement: (8 pts.)** *Program is appropriate and will successfully address the needs of the target population or other identified needs.* Raul Yzaguirre School for Success (RYSS) requires funds to operate 3 community learning centers that will provide enrichment opportunities to the high percentage of students that are classified as at-risk (**58.3%**), high-poverty (**97.8%**), non-English speaking (**50.9%**), and low-performing English Language Learners (ELL) academic (**58%**). Additionally, these students reside in a community that has some of the highest crime, homeless, and child endangerment cases reported each year. These community learning centers will benefit the population because they will offer students a safe out-of-school-time extended learning opportunities, to include one-on-one, small-group, and computer-aided tutorials. In addition, both students and their families will have access to a broad array of additional services, programs, and activities that are designed to build character, improve self-esteem, and reinforce positive decisions. This will include: ROPES Courses, Anger Management Classes, Gang Prevention workshops, parenting classes, and more. Other activities include: Academic Activities; Youth Development Activities; College Readiness Activities; and Family Enrichment Activities. Utilizing funds provided through the 21<sup>st</sup> Century Community Learning Centers (CCLC) grant, RYSS can increase student achievement and break the cycle of poverty, child endangerment and violence in the community by providing them a safe haven and the tools needed to prepare students and their family for post-graduation college and/or employment.

**How the budget was developed:** In order to develop the proposed budget, the Charter reviewed the grant's goals. Next the Charter determined how many students and family members would be participating in the program and the amount of funds needed to provide appropriate equipment, supplies, staff, travel to attend the programs, and program management. The Charter also solicited input from community stakeholders by ensuring a Public Notice was placed on the 02/23/2016 board meeting agenda. This would allow for discussion and consideration of the submission of the 21<sup>st</sup> CCLC application, as well as, allow Charter staff to collect input from the community regarding the design of the program. This provided the Charter with an accurate understanding of the amount of grant funds that would need to be requested in order to meet the defined goals of the application.

**How the demographics of the Charter relate to the defined goals and purposes of the grant:** Based on the needs assessment conducted, it was determined that RYSS has a significant need for the 21<sup>st</sup> CCLC program. The following areas of concern were identified in the needs assessment that was conducted:

**NEEDS ASSESSMENT RESULTS**

	Eco. Dis.	At-Risk	ELL	ELL Test Scores	19.6% CPS Investigations were conducted in Houston	Crimes per 100,000	Juvenile Crimes per 100,000	College Enrollment	College Completion
<b>Charter</b>	<b>97.8%</b>	<b>58.3%</b>	<b>50.9%</b>	<b>58%</b>		<b>45.16</b>	<b>12.8</b>	<b>49.1%</b>	<b>46.4%</b>
<b>State</b>	<b>58.8%</b>	<b>51.2%</b>	<b>18.2%</b>	<b>77%</b>		<b>33.34</b>	<b>11.8</b>	<b>56.9%</b>	<b>58.8%</b>
<b>Variance</b>	<b>39.0%</b>	<b>7.1%</b>	<b>32.7%</b>	<b>-19.0%</b>		<b>11.82</b>	<b>1.0</b>	<b>-7.8%</b>	<b>-12.4%</b>

*2014-2015 Texas Academic Performance Report (TAPR), Texas Department of Family and Protective Services 2015 Annual Report, Easy Access FBI Statistics, 2012, and Texas Department of Safety's 2014 Texas Crime Report*

If awarded, the Charter plans to utilize grant funds to improve students' academic performance and increase college enrollment rates by implementing programs that **align with the purpose and goals**. By providing structured activities, the Charter will focus on promoting and reinforcing positive behaviors in participants, improving academic performance, decreasing delinquency, and increasing college enrollment and employability; thus, addressing the needs identified in the community assessment.

**(4 points)** *Activities relate directly to the goals, objectives, strategies, and program description and requirements.* The proposed program seeks to improve academic performance, grade promotion rates, and graduation rates through: *Academic Activities*. The activities will be provided during the first half of the after-school and summer session programs at each campus by Charter and grant staff, and partnering Community-Based Organizations (CBOs). Based on a need assessment performed, each of the participating 21<sup>st</sup> CCLC students will be offered tutoring and homework assistance in core subject areas. Software-based assistance will be furnished through Kids College-Learning Through Sports. By providing participants access to these additional resources, the Charter is confident it can address the identified academic needs listed in the table above.

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On this date:

By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

*Youth Development Activities* will be offered to participants. Charter staff will partner with community service learning programs and provide cognitive development activities such as: DARE presentations, anger management courses, gang prevention classes, ROPES courses, healthy lifestyle and nutrition classes, dance, karate, horticulture, sports, tumbling and gymnastics, computer skills, arts and crafts, STEM activities, and more.

*Family Enrichment Activities* will be offered to the families of participating students. GED and Family Literacy Classes will be provided through the Houston Community College (HCC), ESL Classes will be provided through RYSS, and Parenting, Self-Esteem, and Wellness classes will be provided through the Tejano Center for Community Concerns. Mi Familia Vota and Neighborhood Centers, Inc. will also offer citizenship classes.

*College Readiness Activities* such as College Board, TSI (Texas Success Initiative) Camp, and SAT Camp will also be offered to participants. EMERGE will prepare participants to attend the nation's top colleges by providing a holistic, developmental college readiness curriculum. Will include: college application workshops, standardized test preparation, college visits, and residential programs hosted at top-tier colleges.

**Who designs the needs assessment process, determines its efficacy, and when/how the process needs to be updated and changed:** The needs assessment process was designed and reviewed by the Charter administrators. These individuals are responsible for determining the effectiveness of the assessment produced and ensuring the results clearly identify the gaps and weaknesses of the Charter. The stakeholders (Superintendent, Principals, CFP, the Director of Family and Community Engagement (FACE), Teachers, Contracted Providers, Community Members, and other 21<sup>st</sup> CCLC Personnel) will meet on a quarterly basis, or as needed, to ensure all policies and procedures are being properly assessed. If areas of weaknesses are identified, the stakeholders will review the process and will modify it to include the unaddressed areas or needs. Any significant changes will be presented to the Board members and TEA for approval.

**Describe how the Charter will ensure that the program receives consistent, high quality management:** The FACE Director will oversee the 21<sup>st</sup> CCLC staff and be the individual that will obligate the Charter to the grant activities according to state/federal regulations. In addition, the Charter will hire a Project Director to manage the 21<sup>st</sup> CCLC staff and provide support to other 21<sup>st</sup> CCLC staff. This individual will be required to hold a minimum of a Bachelor's Degree. The Chief Financial Officer will ensure that previously allocated state/local funds are not diverted from the campuses because of its acquisition of 21<sup>st</sup> CCLC funding. Their experience, skills, and competency will be necessary to ensure the program remains within budget, on schedule, and within scope.

**Method by which the Charter will evaluate the program including means used to measure progress in defined areas:** In order for the Charter to be able to monitor the attainment of the programs goals, strategies, and objectives, the Charter will ensure that various processes and procedures to evaluate the program are in place that are clearly specified and measurable. This will include conducting surveys that will provide feedback on the program. Program observations will also be conducted on a regular basis in order to provide the grant officials the opportunity to determine whether participants are finding the programs and activities engaging. Finally, the Charter will review student STAAR achievement results and attendance data, as well as test results, report cards, graded classwork, professional development sign-in sheets, and PEIMS reports to determine whether the Charter has shown an increase in student/parent/ teacher participation.

**How the application completely and accurately answers all statutory AND TEA requirements:** The administrators met and reviewed the completed application to ensure that all statutory and TEA requirements were answered completely and accurately. RYSS stakeholders had the opportunity to provide feedback and address any areas of concern. Their responses were reviewed and addressed prior to the submission of the grant application.

**Conclusion-Charter's on-going commitment to the goals of the grant and funding the program beyond grant funding:** In order to ensure that all project participants remain committed to the success of the project, the Charter has ensured that they have received buy-in from all participants, including administration and teachers. Throughout the term of the grant, the Charter will continue to meet with administration, teachers, board, and partners to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the project. The Charter will coordinate multiple federal and state programs and local funds to enhance the services provided. Professional development training obtained through local, state, and federal funds will be a tremendous resource that will aid in sustaining strategies learned and implemented during the grant cycle. This acquired resource **coordinated** with Title I (high poverty), Instructional Materials Allotment (IMA), and state compensatory funds will ensure teacher and student gains are continued after the grant funding terminate. **(5 pts.) Application organized and completed according to instructions.**

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By TEA staff person:

<b>Schedule #6—Program Budget Summary</b>					
County-District number or vendor ID: <b>101806</b>			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$517,598		\$517,598
Schedule #8	Professional and Contracted Services (6200)	6200	\$82,670	\$9,000	\$91,670
Schedule #9	Supplies and Materials (6300)	6300	\$88,400		\$88,400
Schedule #10	Other Operating Costs (6400)	6400	\$49,740		\$49,740
Schedule #11	Capital Outlay (6600)	6600	\$10,092		\$10,092
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$748,500	\$9,000	\$757,500
7.907% indirect costs (see note):			N/A	\$30,394	\$30,394
Grand total of budgeted costs (add all entries in each column):			\$748,500	\$39,394	\$787,894
<b>Shared Services Arrangement</b>					
6493	Payments to member district of shared services arrangements		\$0	\$0	\$0
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$787,894
Percentage limit on administrative costs established for the program (5%):					5%
Multiply and round down to the nearest whole dollar. Enter the result.					\$39,394
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

**(7 pts.)** *Costs reflected are appropriate for the expected results.* The requested amount of \$785,368 for the 21<sup>st</sup> CCLC project is reasonable, cost-effective, and adequate to support the project. The budget is reasonable when considering it will target 3 campuses, 385 students, 150 adults, and 6 grant members.

**(10 pts.)** *Budget adequately supports the activities outlined in the grant proposal.* The Charter will meet all grant requirements and offer high-quality programming through each of the three grant components.

- Grantee-Level Fixed Costs: A total of \$168,144 has been budgeted, which is below the \$170,000 that is allowed.
- Center-Level Fixed Costs: A total of \$78,250 has been budgeted for each of the three (3) centers, which is below the \$80,000 that is allowed per center.
- Student Variable Costs: A total of \$1,000 has been budgeted for each of the 385 participants.

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Schedule #7—Payroll Costs (6100)				
County-District number or vendor ID: 101806			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			
2	Educational aide			
3	Tutor			
<b>Program Management and Administration</b>				
4	Project director (required)	1		\$60,000
5	Site coordinator (required)	3		\$135,000
6	Family engagement specialist (required)	1		\$45,000
7	Secretary/administrative assistant			
8	Data entry clerk			
9	Grant accountant/bookkeeper			
10	Evaluator/evaluation specialist			
<b>Auxiliary</b>				
11	Counselor			
12	Social worker			
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			
14	ESC coordinator/manager/supervisor			
15	ESC support staff			
16	ESC other			
17	ESC other			
18	ESC other			
<b>Other Employee Positions</b>				
19				
20				
21				
22	Subtotal employee costs:			\$240,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112	Substitute pay		
24	6119	Professional staff extra-duty pays: Extended Instructional Day – 15 Teachers x 29 wks. x 15 hrs. x \$25/hr. = \$163,125 Saturday Extra Duty- 15 Teachers x 10 days x 3 hrs. x \$25/hr. = \$11,250 Summer Extra Duty- 15 Teachers x 6 wks. x 15 hrs. x \$25/hr. = \$33,750		\$208,125
25	6121	Support staff extra-duty pay: Bus Drivers – 2 Bus Drivers x 35 wks. x 2 hrs. x \$14 = \$1,960		\$1,960
26	6140	Employee benefits: \$450,085 x 15% = \$67,513		\$67,513
27	61XX	Tuition remission (IHEs only)		
28	Subtotal substitute, extra-duty, benefits costs			\$277,598
29	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$517,598</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-District number or vendor ID: <b>101806</b>		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6269	Rental or lease of buildings, space in buildings, or land	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		
<b>Professional and Contracted Services</b>		
<b>#</b>	<b>Description of Service and Purpose</b>	<b>Grant Amount Budgeted</b>
1	<b>PEERS</b> - Will be responsible for coordinating the collection and monitoring the quality/ completeness of required federal and state data. The External Evaluator will ensure that the independent evaluation is submitted electronically to TEA.	\$9,000
2	<b>Tejano Center for Community Concerns (TCCC)</b> – Will provide activities, services, classes, and workshops to students and their families that are designed to build character, improve self-esteem, and reinforce positive decisions. This will include: Parenting Classes, Life Skill Classes, ROPES Courses, Drug and Alcohol Awareness Classes, Gang Prevention Workshops, and more.	\$32,911
3	<b>Camp Innovation, Inc.</b> - Will provides a fun, educational, safe, and cost effective STEM summer enrichment program for students in order to expose and develop competency for students in disciplines important to success and productive citizenship in today's global world.	\$10,000
4	<b>EMERGE</b> – Will provide services that are designed to prepare participants to attend the nation's top colleges by providing a holistic, developmental college readiness curriculum. Will include: college application workshops, standardized test preparation, college visits, and residential programs hosted at top-tier colleges.	\$10,000
5	<b>The City of Houston Police Department</b> - Will provide drug abuse and resistance education to students. This will include a one-week sessions of DARE summer camp designed to enhance and reinforce the DARE concept and provide recreational activities for students.	\$5,000
6	<b>Technical Assistance Consultants</b> - Will provide continued technical support, resources, and assistance with compliance and reporting of grant activities. Technical support will consist of on-sites and walkthroughs, as well as, teacher, student, parent, and administrator surveys. Based on the findings of the on-sites, walkthroughs, and surveys, targeted trainings and workshops will be provided to the Charter. These trainings and workshops could include: Classroom Management Trainings; Proper Identification of high need Students; Strategies for Working with At-Risk Students; PBIS Strategies; etc. Additionally, Parental Involvement Workshops will be available to parents and participating staff members that will illustrate methods that can be used by parents to increase their involvement in their child(s) education to achieve academic excellence. Finally, written and electronic publications will be provided that will highlight the impact the program is having on the students and their families. These publications will serve as a great way to increase the community's involvement, create the means for sustainability, and encourage participation.	\$24,759
7		
<b>b. Subtotal of professional and contracted services:</b>		\$91,670
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$0
<b>(Sum of lines a, b, and c) Grand total</b>		\$91,670

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District number or vendor ID: <b>101806</b>		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	
<b>Laptops</b> – Will be utilized at individual sites by the Project Director, Site Coordinators, and Family Engagement Specialist to complete program activities, collect data, and enter student enrollment. (5 laptops x \$1,000 = \$5,000)		\$5,000
<b>Printers</b> – Will be utilized at each Community Learning Center by the Project Director, Site Coordinators, Family Engagement Specialist, teachers, and participants to print letters, data, reports, permission slips, assignments, and forms needed for activities. (4 printers x \$800 = \$3,200)		\$3,200
<b>Computers</b> – Will be utilized by participants to access online tutorial programs, to conduct research, and complete assignments. (10 computers x 3 centers x \$700 = \$21,000)		\$21,000
<b>Office Supplies</b> – Will be used by the Project Director, Site Coordinators, and Family Engagement Specialist to properly implement the 21 <sup>st</sup> CCLC Program. Will include the purchasing of ink toner, file folders, paper, pens, flash drives, etc. <ul style="list-style-type: none"> <li>• Grantee Level - \$4,200</li> <li>• Center Level - \$5,000 x 3 Centers = \$15,000</li> </ul>		\$19,200
<b>Family Engagement Supplies and Materials</b> – Will be utilized by the Family Engagement Specialist to increase parent and family involvement. This will include supplies and equipment required to support activities in: healthy lifestyle and nutrition, computer classes, family literacy classes, ELL classes, citizenship classes, parenting classes, etc.		\$10,000
<b>Student Enrichment Supplies</b> – Will be utilized to purchase supplies and materials required to conduct activities during the after-school and summer program. Will include: <ul style="list-style-type: none"> <li>• Arts and Crafts – Paints, paper, glue, etc. for art projects; beads, manuals, charms for jewelry crafting, etc.</li> <li>• Dance – iPod and docking station, dance videos, etc.</li> <li>• Horticulture – Plants, spades, fertilizer, clay pots, watering cans, etc.</li> <li>• Musical Instruments – Guitars, guitar strings, music stands, keyboards, tuners, and music books;</li> <li>• Sports Equipment – Basketballs, volleyballs and net, soccer balls, tennis balls and rackets, mats to be utilized for tumbling, gymnastics, and karate activities.</li> <li>• Robotic Supplies – Starter Kits, starter programming, mechanics, sensors, and super bundles to be used in robotics activities.</li> <li>• Misc. Supplies – Pens, paper, ink for printers, etc.</li> </ul> <b>Sites:</b> RYSS Primary Community Learning Center - 175 participants x \$77.83 = \$13,620 RYSS Junior Academy Community Learning Center - 105 participants x \$78 = \$8,190 RYSS College Prep. Community Learning Center – 105 participants x \$78 = \$8,190		\$30,000
<b>Grand total:</b>		\$88,400

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District number or vendor ID: <b>101806</b>		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines. Funds will be utilized to provide educational field investigations designed to increase students interest and participation in core subject areas. Will include registration fees for a trip to the Space Center in Houston and the Health Museum in Houston.	\$2,500
6413	Stipends for non-employees other than those included in 6419	
6419	Non-employee costs for conferences. Requires authorization in writing.	
Subtotal other operating costs requiring specific approval:		\$2,500
Remaining 6400—Other operating costs that do not require specific approval:		
Nutritional Snacks - Funds will be used to encourage parental involvement.		\$5,100
Positive Promotions PBIS - Will provide an array of incentives that are designed to improve students' behavior and improve the school's climate.		\$5,000
Student Transportation - Funds will be used to provide transportation from centers to home and other off-site program activities, as well as, during summer programming.		\$10,000
Student Transportation - Funds will be used to provide transportation for students and staff to attend field investigations to the Space Center in Houston, local colleges and universities, and the Health Museum.		\$7,140
Trainings, Conferences, Workshops, and Meetings - Funds will be used to attend required trainings and conferences for the Project Director, Family Engagement Coordinator, and Site Coordinators.		\$20,000
<b>Grand total:</b>		<b>\$49,740</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District number or vendor ID: <b>101806</b>			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	
<b>66XX—Computing Devices, capitalized</b>				
2	Learning Through Sports - Kids College – Will provide students differentiating instruction by providing a unique program that combines adaptive technology with standards-aligned virtual curriculum and interactive sports video games to deliver effective, targeted, and engaging instruction.	1	\$10,092	\$10,092
3				
4				
5				
6				
7				
8				
9				
10				
11				
<b>66XX—Software, capitalized</b>				
12				
13				
14				
15				
16				
17				
18				
<b>66XX—Equipment, furniture, or vehicles</b>				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				
<b>Grand total:</b>				<b>\$10,092</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

<b>Total enrollment:</b>			<b>1,290</b>	
<b>Category</b>	<b>Number</b>	<b>Percentage</b>	<b>Category</b>	<b>Percentage</b>
African American	0	.0%	Attendance rate	97.2%
Hispanic	1,280	99.2%	Annual dropout rate (Gr 9-12)	.7%
White	2	.2%	Students taking the ACT and/or SAT	67.2%
Asian	0	.0%	Average SAT score (number value, not a %)	1,194
Economically disadvantaged	1,262	97.8%	Average ACT score (number value, not a %)	*
Limited English proficient (LEP)	657	50.9%	Students classified as "at risk" per Texas Education Code §29.081(d)	58.3%
Disciplinary placements	0	0%		

**Comments**

The RYSS campuses are located in south-east Houston in the community that has some of the nation's highest crime, homeless, and child endangerment cases reported each year.

*Crime:* Our area has over 201,217 criminal offenses reported each year, of which 4,262 are committed by a juvenile. Additionally, the National Gang Threat Assessment which was conducted in 2010 indicated that Houston had the highest number (225) of gangs in Texas with a combined membership that exceeds 10,000 in membership.

*Homeless:* The 2014 Houston Homeless Count indicates that on any given night, Houston has approximately 6,876 homeless persons. Of this number, 1,525 individuals are in Houston jails. Houston makes up 35.8% of Texas' total homeless population (19,177).

*Child Endangerment:* The Texas Department of Family and Protective Services 2015 Annual Report Indicates that approximately 22,526 child endangerment cases are investigated in the Houston area. These cases include: child abuse, abandonment, neglect, malnourishment, and prostitution. This makes up 12.7% of all of the investigations that are done throughout the entire state of Texas (176,868). In addition, the Texas Sex Trafficking Obligation Project (T-STOP) recently published a report that indicated that human trafficking is now recognized as the second largest criminal industry in the world. Houston has been identified as one of the major tracking centers in the Nation, with over 18,000 people being brought into the US per year, of which 50% are minors. The report also states that the average age of entry into prostitution is between 11-14 years old. The Tejano Center for Community Concerns provides a victims of crime program that targets these individuals within the surrounding community. It is shocking to know that young teenagers living within the Charters targeted area are being prostituted and victimized each day.

Because of this, the students of RYSS are constantly at-risk of either being a victim or participating in criminal activity. In fact, during the 2015-2016 school year, RYSS had 3 separate bomb threats at the campuses. RYSS is in need of this 21<sup>st</sup> CCLC program which will allow the Charter to provide its students, families, and community members with a safe environment that can build character and offer the students hope for a better future.

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

<b>Category</b>	<b>Number</b>	<b>Percentage</b>	<b>Category</b>	<b>Number</b>	<b>Percentage</b>
African American	5	6.4%	No degree	4	5.1%
Hispanic	57	73.2%	Bachelor's degree	66	84.7%
White	12	15.3%	Master's degree	7	8.9%
Asian	3	3.8%	Doctorate	1	1.3%
1-5 years exp.	67	84.8%	Avg. salary, 1-5 years exp.	\$49,893	N/A
6-10 years exp.	2	2.6%	Avg. salary, 6-10 years exp.	\$48,153	N/A
11-20 years exp.	7	8.8%	Avg. salary, 11-20 years exp.	\$52,559	N/A
Over 20 years exp.	3	3.8%	Avg. salary, over 20 years exp.	\$57,868	N/A

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															0
Open-enrollment charter school	0	15	25	30	35	35	35	35	35	35	30	30	30	15	385
Public institution															0
Private nonprofit															0
Private for-profit															0
<b>TOTAL:</b>	<b>0</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>15</b>	<b>385</b>

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**Schedule #13—Needs Assessment**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Objectively Assess the Needs: (10 pts.)** Details of the needs assessment provided and the magnitude of the problem to be addressed is significant. In preparation for the submission of the 21<sup>st</sup> CCLC grant, the Charter analyzed the needs of the campuses. Elements of the needs assessment included the review of the instructional programs are currently being utilized, experience/capabilities of school staff, and infrastructure that is available for use. As a result of the assessment, the following specific **needs** and **gaps** have been identified and strategies have been developed to address those needs.

**CHARTER NEEDS ASSESSMENT RESULTS**

	Eco. Dis.	At-Risk	ELL	ELL Test Scores	College Enrollment	College Completion
<b>Charter</b>	<b>97.8%</b>	<b>58.3%</b>	<b>50.9%</b>	<b>58%</b>	<b>49.1%</b>	<b>46.4%</b>
<b>State</b>	<b>58.8%</b>	<b>51.2%</b>	<b>18.2%</b>	<b>77%</b>	<b>56.9%</b>	<b>58.8%</b>
<b>Variance</b>	<b>39.0%</b>	<b>7.1%</b>	<b>32.7%</b>	<b>-19.0%</b>	<b>-7.8%</b>	<b>-12.4%</b>

**2014-2015 Texas Academic Performance Report (TAPR)****COMMUNITY NEEDS ASSESSMENT RESULTS**

	Less than High School Graduation	Below Poverty	Doesn't Speak English	22,526 CPS Investigations in Houston	Crimes per 100,000	Juvenile Crimes per 100,000	225 Gangs with a Combined Membership of 10,000 in Houston	6,876 Homeless in Houston
<b>Charter</b>	<b>21.8%</b>	<b>22.9%</b>	<b>50.0%</b>		<b>45.16</b>	<b>12.8</b>		
<b>State</b>	<b>17.9%</b>	<b>17.7%</b>	<b>40.7%</b>		<b>33.34</b>	<b>11.8</b>		
<b>Variance</b>	<b>3.9%</b>	<b>5.2%</b>	<b>9.3%</b>		<b>11.82</b>	<b>1.0</b>		

*Texas Department of Family & Protective Services 2015 Annual Report, 2012 Easy Access FBI Statistics, 2014 Houston Homeless Count, 2010 National Gang Threat Assessment, 2014 Texas Crime Report, and 2014 American Fact Finder*

**Resources for This Program:** The Charter also identified other out-of-school-time (OST) services available in the community, as well as gaps in services and the needs of students and families. Data sources utilized to identify the needs and gaps included stakeholder input, parent surveys, testimonials, PEIMS, District and Campus Improvement Plans, and Campus Improvement Plans. The Charter identified the following OST services that are currently offered to members of the community: ESL Classes and Tutor Training through HCC; GED Classes and Family Literacy Classes through the Houston Community College; Computer Classes through the Mexican Institute of Greater Houston; Citizenship Classes Mi Familia Vota; Family assistance through Neighborhood Centers, Inc.; Healthy Lifestyle and Nutrition Classes through UT Health. It was determined that although the community does have the resources needed to support the Charter's students and their families, there is not enough collaboration between the Community-Based Organizations (CBOs).

**Prioritizing Multiple Needs and Aligning Activities: (10 pts)** Needs have been identified and strategies to address have been described. The Charter met with key stakeholders to review the results of the needs assessment and determine how to best prioritize the campus' needs. During these meetings, gaps, barriers, and weaknesses were identified and key qualitative dimensions (i.e. priority, severity, urgency, complexity or mandatory requirements) that support prioritization were applied. The following areas were identified as areas in need:

**ELL Academic Gaps** – The participating campuses have identified gaps in the ELL students' academics, these students require additional assistance in order to be able to pass STAAR and EOC tests and become college and career ready.

**College Readiness Gaps** – Based upon the high percentage of students that graduate (96.9%) and are enrolled in advances/dual enrollment courses (93.9%), the Charter should have a higher percentage of students that graduate college ready (only 39%) and enroll in college (49.1%).

**Parental Engagement** – The lack of parental involvement stems from the high number of parents that are immigrants not familiar of the US educational system. Families come from countries where participation is not required. Since many of the parents work long hours or multiple jobs, they are unable to attend events that can inform and equip them to take a more active role in their child's education. Providing workshops during weekends or late hours will allow parent attend.

**Positive Behavior** – The Charter lacks resources and extended day opportunities required to reinforce positive decision-making, build self-esteem, and build trust between the student and their parents and the Charter staff.

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By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address																								
1	<p>The Charter has a high percent of ELL students who failed to meet the minimum academic standards in core subjects that have been set forth by the state.</p> <table border="1"> <thead> <tr> <th colspan="6">ACADEMIC GAPS</th> </tr> <tr> <th></th> <th>Reading</th> <th>Math</th> <th>Writing</th> <th>Science</th> <th>Soc. Stud.</th> </tr> </thead> <tbody> <tr> <td>RYSS</td> <td>61%</td> <td>*%</td> <td>60%</td> <td>48%</td> <td>38%</td> </tr> <tr> <td>State</td> <td>77%</td> <td>81%</td> <td>72%</td> <td>78%</td> <td>78%</td> </tr> </tbody> </table> <p>* Indicates results are masked due to small numbers to protect student confidentiality.</p>	ACADEMIC GAPS							Reading	Math	Writing	Science	Soc. Stud.	RYSS	61%	*%	60%	48%	38%	State	77%	81%	72%	78%	78%	<p><b>Academic Enrichment Activities</b> will be provided at each campus by Charter staff, to include: one-on-one, group, or software-based tutoring and homework assistance in Reading, Math, Writing, Science, and/or Social Studies. These additional services are in great need in order to address the high number of ELL students that are enrolled at RYSS. In addition, in order to increase student participation, the Charter will also partner with Camp Innovation, Inc. to provide a STEM summer enrichment program for students. These activities are fun, educational, safe, cost effective and will help provide exposure and develop competency for students in disciplines important to success and productive citizenship in today's global world.</p>
ACADEMIC GAPS																										
	Reading	Math	Writing	Science	Soc. Stud.																					
RYSS	61%	*%	60%	48%	38%																					
State	77%	81%	72%	78%	78%																					
2	<p>The Charter has a low rate of students that are college and career ready. These gaps are depicted as follows:</p> <table border="1"> <thead> <tr> <th colspan="5">POST-SECONDARY EDUCATION GAPS</th> </tr> <tr> <th></th> <th>Enrolled in IHE</th> <th>IHE Completion Rate</th> <th>Graduated College Ready</th> <th>Average SAT Score</th> </tr> </thead> <tbody> <tr> <td>RYSS</td> <td>49.1%</td> <td>46.4%</td> <td>32%</td> <td>1194</td> </tr> <tr> <td>State</td> <td>56.9%</td> <td>70.8%</td> <td>54%</td> <td>1417</td> </tr> </tbody> </table>	POST-SECONDARY EDUCATION GAPS						Enrolled in IHE	IHE Completion Rate	Graduated College Ready	Average SAT Score	RYSS	49.1%	46.4%	32%	1194	State	56.9%	70.8%	54%	1417	<p>Despite the Charter's high graduation rate, there is a distinct gap in the percentage of students that graduate and enroll into an Institutes of Higher Education (IHE). The Charter is in great need of programming that will encourage and ensure students are college ready. Therefore, grant funds will be utilized to contract with <b>EMERGE</b> to provide services designed to prepare students for college success. This will include: college application workshops, standardized test preparation, college visits, and residential programs hosted at top-tier colleges.</p>				
POST-SECONDARY EDUCATION GAPS																										
	Enrolled in IHE	IHE Completion Rate	Graduated College Ready	Average SAT Score																						
RYSS	49.1%	46.4%	32%	1194																						
State	56.9%	70.8%	54%	1417																						
3	<p>The Charter lack of parental involvement. This is due in part to the high number of families that are immigrants that do not speak English and the lack of knowledge of the US Educational System. In order to address this need, the Charter has established a new Family and Community Engagement (FACE) Department but requires resources to build capacity.</p>	<p>Due to the high number of students that come from households where one or both parents are immigrants that do not speak English, it is difficult to engage parents in their child's academics. The Charter requires funds to implement programs that will increase parental involvement. These programs will include: ELL classes, citizenship classes, computer classes, parenting classes, GED preparation, and more. In addition, the Charter will provide workshops and trainings that will familiarize parents with academic expectations and requirements for the student's college readiness.</p>																								
4	<p>The Charter has identified the at-risk to be 58.3% which is higher than the state's percentage of 51.2%. Additionally, the community had 22,526 CPS Investigations, 225 gangs with a combined membership of 10,000, 6,876 Homeless, and over 201,217 criminal offenses reported each year, of which 4,262 are committed by a juvenile.</p>	<p>The City of Houston Police Department will provide DARE Presentations that are designed to promote <b>Positive Behavior</b>. Additionally, The Tejano Center for Community Concerns will provide activities, services, classes, and workshops to students and their families that are designed to build character, improve self-esteem, and reinforce positive decisions. This will include: Parenting Classes, Life Skill Classes, ROPES Courses, Drug and Alcohol Awareness Classes, Gang Prevention Workshops. Furthermore, small PBIS incentives offered through Positive Promotions will be utilized to reward students for positive behavior and academic improvement and create a positive school climate.</p>																								

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**Schedule #14—Management Plan**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Program Director	<b>(5pts.) Desired Qualifications:</b> The Program Director must have a minimum of a Bachelor's Degree in Education or a related field. <b>Experience:</b> A minimum of 3-years' experience in an educational and/or social work setting, data reporting, fiscal/budget management, and management information system. Supervisory experience of small to medium teams, as well as, be knowledgeable of local youth service organizations.
2.	Site Coordinator(s)	<b>Desired Qualifications:</b> Site Coordinators must have a minimum of a Bachelor's Degree in education or a related field. <b>Experience:</b> A minimum of 3-years of experience working with at-risk children/families; experience in staff supervision; and be knowledgeable of community resources.
3.	Family Engagement Specialist	<b>Desired Qualifications:</b> A minimum of an Associate's Degree in education or a related field will be required for this position; however, a Bachelor's Degree is preferred. <b>Experience:</b> Preferred work experience includes working with at-risk children and families and coordinating multi-cultural events for a minimum of three years.
4.	Comprehensive Training Center (CTC)	<b>Desired Qualifications:</b> The Comprehensive Training Center (CTC) President holds a Master's in Sociology and will serve as a one of three (3) Technical Assistance Consultants (TAC). <b>Experience:</b> The CTC President has over 23 years of experience serving as a TAC Provider.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Student's Academic Performance	1. One-on-one and group tutoring will be provided to help struggling students meet local and state objectives.	09/05/2016	05/18/2017
		2. Reading and Writing ELA scores will increase by 5%.	09/05/2016	04/30/2017
		3. Math ELA scores will increase by 5%.	09/05/2016	04/30/2017
		4. Social Studies ELA scores will increase by 5%.	09/05/2016	04/30/2017
		5. Science ELA scores will increase by 5%.	09/05/2016	04/30/2017
2.	College Readiness and Enrollment Rates	1. Increase the Charter's college enrollment to 53%.	04/01/2017	05/31/2017
		2. Increase the students' College Readiness to 40%.	09/05/2016	05/31/2017
		3. Host College Preparedness Workshops that will acquaint students with requirements needed to attend college.	09/05/2016	07/14/2017
		4. Host Student Information Sessions to familiarize students and help them be prepared for college. This will include reviewing graduation plans, understanding their GPA and class ranking.	09/05/2016	07/14/2017
		5. Host at least 3 financial aid, grant, and scholarship information sessions for students and families.	09/05/2016	07/14/2017
3.	Increased Parental Involvement	1. Provide ELL courses to at least 15 participants' family members.	09/05/2016	08/31/2017
		2. Assist 10 participants' family members in attaining citizenship.	09/05/2016	07/31/2017
		3. Host College Preparedness Workshops that will acquaint parents with requirements needed for their child to attend college.	09/05/2016	08/31/2017
		4. Host Student Information sessions that will help students align their courses and prepare for college. Includes reviewing graduation plans, understanding their GPA and class ranking, etc.	09/05/2016	07/31/2017
4.	Promote Positive Behavior	1. Put into place a positive student behavior initiative to encourage students to improve their behavior.	09/05/2016	05/15/2017
		2. Host 2 informative sessions on safety programs.	09/05/2016	07/31/2017
		3. Provide a PD training on PBIS initiatives.	09/05/2016	09/31/2017

**(4 pts.) Objectives are clearly specified and measurable**

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**(3 pts)** *The procedures ensure feedback and continuous improvement in the operation of the proposed program.* Through the acquisition of previously awarded grants, the Charter has put into place **processes and procedures for soliciting feedback and monitoring the attainment of goals and objectives**. These processes include: Conducting participant surveys to determine the quality of the programs provided; Ensuring all participants are signed in/out of the programs; Entering data into the TX21st data system daily in order to track participants' attendance; Monitoring data entry and security procedures to ensure the program remains in compliance; Conducting teacher and parent surveys to determine if participants' academics, behavior, and attendance have improved; and Reviewing expenditures to ensure the program is staying within budget and all activities are being implemented. Regular meetings are then scheduled between the Charter administrators, program staff, and other stakeholders. During these meetings:

1. Data is reviewed that demonstrates the program's progress in meeting goals and objectives.
2. Short-term goals are set that assist the Charter in meeting the programs overall objectives.
3. Procedures, activities, and services are reviewed in order to determine if there is any room for improvement.

**Adjustment of plan for attaining goals and objectives.** If needed, the Charter administrators and program staff may elect to adjust the plan for attaining the programs goals and objectives. Prior to making any adjustments, the Charter administrators and program staff first meets with stakeholders to review the data that constitutes the needed adjustment. During these meeting, the Charter administrators, program staff, and other stakeholders discuss and recommend new procedures, services, and activities to be implemented that can deliver the desired results. Procedures, services, and activities that have the greatest chance of success are selected for implementation.

**(4 pts)** *The level of involvement and commitment to the program of all participants is sufficient to ensure the successful implementation.* **Communication of change to administrative staff, teachers, students, parents, and community members.** The Charter maintains close contact with staff, teachers, students, parents, and community members. Prior to implementing any changes, a scheduled open forum will be added to the Board Agenda to allow for the public to provide feedback. Parents and students will be provided a notice in writing and via phone blasts in English and Spanish that will inform them of the school board meetings being held to discuss the proposed changes. Staff and teachers will be provided notices via email, and members of the community will be notified through the school marquee and Charter and website.

**Part 4: Sustainability and Commitment.** Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RYSS provides programs and build partnerships to ensure the success of the RYSS students. **Existing efforts** include:

**After-School Tutorial Services** – Provided by the staff of RYSS and designed to target academic deficiencies.

**Neighborhood Centers, Inc.** - Connects low-income individuals to initiatives to provide needed resources and services.

**Be A Champion** – Provides students K-12 with a 3 pm meal on school days so students have the fuel needed to complete homework. This is important since **97.8%** of the students live in poverty and go home where meals maybe inadequate.

**Baylor College of Medicine Teen Health Clinic** - Offers free/low-cost health care and education to students and the community. Services include health-risk reduction education, sports physicals, wellness exams, counseling, and more.

**Houston Community College** – Provides family literacy and GED preparation classes. Also partners to provide students "dual credit" courses where students can simultaneously receive college and high school credit.

**Gulf Coast Community Service Association (GCCSA)** – A Head Start stand-alone site in RYSS offers a comprehensive, early childhood development program for children ages 3 to 5 from economically-challenged families.

Although RYSS currently offers many programs, the participating campuses are unable to provide a structured program that addresses the specific barriers that are being targeted through this grant. These barriers include addressing ELL students' academics, developing college and career readiness, increasing parental involvement, and providing students a system of supports that encourage good decision-making. Therefore, RYSS will build additional partnerships and expand services in order to **coordinate efforts and maximize effectiveness of grant funds**. Additionally, grant funds will be utilized as seed money to initiate new college readiness strategies that can be later absorbed and funded utilizing local funds in order to ensure **sustainability and ensure long-term support and commitment from partners over time**.

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**Schedule #15—Project Evaluation**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1	<b>Student and Parent Activities Attendance Logs</b>	1.	Participants' attendance is consistent.
		2.	Attendance logs for all activities conducted are maintained and uploaded to the TX21st at a minimum of a daily basis.
		3.	Participant find the activities engaging and beneficial.
2	<b>Participant and Staff Surveys</b>	1.	Positive feedback on 21 <sup>st</sup> CCLC staff/student interaction.
		2.	Positive feedback on activities conducted.
		3.	Positive feedback on services and tools provided to 21 <sup>st</sup> CCLC staff.
		4.	Positive feedback from parents on activities conducted.
3	<b>Student Academic Results</b>	1.	Evidence indicates student learning needs were identified and assessment data was used to identify areas for student growth.
		2.	Report cards, classwork, and benchmarks demonstrate progress in student learning.
		3.	State assessments indicate an incremental increase in overall student scores.
4	<b>College Readiness Indicators</b>	1.	Increase in the number of participants that graduate college ready.
		2.	Improvement in SAT/ACT test results.
		3.	Increase in the number of students that enroll in an IHE.
5	<b>PEIMS 425 Report</b>	1.	Decrease in the number of student sent to the office for misconduct.
		2.	Decrease in the number of students that are provided with detention.
		3.	Improvement in the campuses school climate.

**(3 pts.)** *Methods of evaluation clearly relate to the intended results*

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**(3 pts)** *The evaluation design includes processes for collecting data.* **Processes for collecting data that are included in the evaluation design.** The Charter will conduct process evaluations in order to analyze the early development and actual implementation of the strategies, assessing whether strategies were implemented as planned, to determine the effects of the initiative on student outcomes, and the degree to which program objectives were accomplished. The Program Director, Site Coordinators, Family Engagement Specialist, External Evaluator, and PEIMS Coordinator will assist with the evaluation design and analysis of data. The External Evaluator will be contracted to track students' grades, attendance, behavior, parental involvement and other relevant issues to the after-school program and will meet with program staff to establish data collection methods and to assist with data analysis and program reports.

**(2 pts)** *The methods of evaluation provide for examining the effectiveness of strategies.* **How will findings be used to refine, improve, and strengthen the program?** By utilizing the ACE Assessment and results of surveys/questionnaires, the Charter can ensure that all targeted population needs, objectives, and milestones are reviewed consistently and areas of concerns are addressed. The ACE Assessment, along with surveys, observations, and data collected will allow the Charter, contracted consultants, and the external evaluator to determine whether the 21<sup>st</sup> CCLC is positively impacting the students and their parents. Areas of concerns will be discussed amongst administrators, 21<sup>st</sup> CCLC staff, and parents to receive feedback. Additionally, results of the external evaluation will be also used to refine, improve, and strengthen the program and to performance measures to assess program effectiveness in meeting the state goals and objectives. Any areas of the program requiring improvement will then be modified (strengthened) to meet the Charter, campus, and most importantly, students' needs; thus, ensuring program success.

**(2 pts)** *Formative evaluation processes outlined in the application.* **How will findings be made available to the public?** All findings will be available to the public upon request; however, participating students will also be sent home with a notice in both English and Spanish. Staff and teachers will be provided notices via email, and members of the community will be notified through the school marquee and the Charter's website.

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**Schedule #16—Responses to Statutory Requirements**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**(5 points)** *Strategies and activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants.* The Charter has selected an array of activities designed to increase academic performance and attendance, improve behavior, and raise promotion and graduation rates. These activities include:

**ELL Academic Assistance:** Will provide teachers extra-duty pay to offer students, specifically targeting ELL students, with one-on-one, small group, and software-based tutorials/homework assistance. In order to increase students' engagement and participation in their academics, the Charter will purchase supplemental curriculum from Learning Through Sports-Kids College. Learning Through Sports will combine adaptive technology with standards-aligned virtual curriculum and interactive sports video games to deliver effective, targeted, and engaging instruction. Additionally, the Charter will also partner with Camp Innovation, Inc. to provide a fun, educational, safe, and cost effective STEM summer enrichment program for students in order to exposure and develop competency for students in disciplines important to success and productive citizenship in today's global world. Field investigations will also be provided to the Space Center, Health Museum, and local colleges in order to reinforce and encourage academic growth.

**Youth Development Activities:** Will provide fun activities that are tied to education and health. Activities will include: art; music; nutrition and healthy lifestyle; sports; dance; robotics and STEM-related activities; and horticulture.

**College Readiness Initiatives:** Will host college workshops and information sessions for the participants and families to attend. Workshops and information sessions will provide information that is required to prepare students for their post-secondary education. Including: college requirements; assistance with FAFSA application; review of graduation plans; information on importance of GPA and class ranking; and SAT/ACT preparation, etc. HCC will also provide TSI Exam Prep Workshop. Through these initiatives, the Charter can increase the college readiness of graduating students and number of students that attend an IHE. Additionally, EMERGE will provide services that are designed to prepare participants to attend the nation's top colleges by providing a holistic, developmental college readiness curriculum. Will include: college application workshops, standardized test preparation, college visits, and residential programs hosted at top-tier colleges.

**Parental Involvement Activities:** Will provide participants' families with programs that are designed to encourage and prepare them to take a more active role in their child's education. Programs will include ESL and parenting classes. Partnering agencies will also offer families: family and GED preparation classes; computer and citizenship classes; and assistance accessing programs and initiatives that provide resources and services, such as food, clothing, assistance with utilities and rent.

**Positive Behavior Activities:** Will offer participants and families programs and activities geared at reinforcing positive decision-making and build self-esteem. This is important since the Charter school is located in an area that has high gang presence and high-crime rates. These programs will be geared at building trust between the student and their family and the Charter staff while providing them the confidence needed to remain focused on their education. Activities/programs will include: Family ROPES programs, Self-esteem courses; Gang prevention counseling; and DARE presentations.

**Student Travel:** All students will be required to remain in designated 21<sup>st</sup> CCLC areas. Students will be signed-in by Activity Facilitator (staff or CBO). Based upon the Participation Registration Form, students will be allowed to leave the program in the following manners: **Bus** – Students requiring transportation home will be escorted to the designated Bus Zone by the Site Coordinators. The Site Coordinator will be in charge of signing each student out as they enter the bus.

**Pick-up** – Parents may authorize selected individuals to pick-up their child anytime during the program. The designated individual will be required to present valid I.D. to the Site Coordinator in order to have the student released to them.

**Walk/Drive Home** – Students at the high school will be able to sign themselves out with parent permission. K-8<sup>th</sup> grade students will not be authorized to sign themselves out. The Charter will ensure a process is in place to document and address emergency situations, including: emergency readiness plan, contact information, and follow-up documentation.

**Statutory Requirement 2:** Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Charter will utilize the Texas ACE branding outreach materials to disseminate information about the 21<sup>st</sup> Community Learning Centers. This will include flyers, brochures, recognition articles, and press releases. All literature will be printed in both English and Spanish in a manner that is understandable and accessible to all parents and residents. Also, flyers will be distributed to children to take to their parents notifying them of the expanded learning opportunities available. Flyers will also be posted at doctor's offices, churches, businesses, local post office, and local community organizations.

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Charter has devised a variety of programs and activities that are expected to **improve campus and student academic achievement**. Academic enrichment activities will allow the Charter to target struggling students (especially ELL students) academic deficiencies. Based on the 2014-2015 TAPR results, RYSS had only 58% of its ELL students pass their STAAR tests. This is 19% less than the State's average of 77%. By providing one-on-one, small-group, or software-based tutoring to struggling students, the Charter can target each student's individual area of weakness and provide targeted instruction in Reading, Math, Writing, Science, and/or Social Studies. In addition, in order to increase student participation, the Charter will provide a STEM summer enrichment program for students. This program will expose and develop competency for students in disciplines important to success and productive citizenship in today's global world. **College readiness activities** are needed that can increase the college readiness of graduating students. This is important since the Charter had only 39% of its students identified as being college ready compared to the State's average of 68%. This is a direct reflection of the percentage of students that enroll to attend an Institute of Higher Education (IHE). At 49.1%, this is 7.8% below the State's average of 56.9%. When one compares these statistics to the amazing percent of students that graduate (96.9%) and the percent of 11<sup>th</sup> and 12<sup>th</sup> grade students that are enrolled in Advanced and Dual Enrollment Courses (93.9%) it is easy to see the gap that exists in college enrollment. The Charter is in great need of programming that will encourage students to make that college transition. Therefore, RYSS will host college workshops and information sessions for the participants and families to attend to provide information required to prepare students for their post-secondary education. Additionally, by contracting with EMERGE services designed to prepare students for college success can be provided to students. **Parental engagement activities** are needed since a high number of the Charter's students come from households where one or both parents are immigrants that do not speak English. This makes it difficult to engage parents in their child's academics. The Charter will provide parents with the ability to bridge the language barrier and enable them take a more active role in their child's education. In addition, workshops and trainings that will familiarize parents with academic expectations and requirements for the student's college readiness are required. Moreover, **Positive behavior activities** are needed since the Charter school is located in south-east Houston in the community that has some of the nation's highest crime, homeless, and child endangerment cases reported each year, as well as, one of the Nations' leading gang population. These students are at-risk of either being a victim or participating in criminal activity. In fact, during the 2015-2016 school year, RYSS had 3 separate bomb threats at the campuses. RYSS is in need of programs that will reinforce positive decision-making and build self-esteem. These proposed programs will build trust between the student and their family and the Charter school while providing them the confidence needed to remain focused on their education.

**Statutory Requirement 4:** Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**(3 pts)** *Coordinate with similar or related efforts using existing resources and facilities and with other resources to maximize the effectiveness of grant funds.* The Charter will utilize existing resources including: personnel not funded from grant; maintenance personnel; and **coordination** with other Charter/campus programs. The Charter will invite the 21<sup>st</sup> CCLC personnel to participate in staff development opportunities throughout the school year as a collaborative effort to better serve the participating students and their families. The existing school facilities and equipment will also be utilized for training teachers and partners. The campuses will **coordinate multiple federal and state programs and local funds** to enhance and supplement the services of the teachers, students, and parents. Technology equipment purchased through federal and state funds will be utilized to allow participants to use the computer equipment beyond the regular school schedule. In addition, professional development training obtained through this grant will be a tremendous resource that will aid in sustaining this program during and beyond the grant cycle. This acquired resource **coordinated** with Title 1 (high poverty) and state compensatory funds will ensure student gains are realized during and beyond the grant cycle. The Charter's grant administrator will ensure that all services enhance, supplement, and enrich the regular classroom environment.

**Most effective use of public resources:** This program will be **cost-effective** because existing resources such as office space, classrooms, computer labs, telephones, Internet connections, utilities, staff, and teachers will be utilized as in-kind. Furthermore, the proposed program is replicable to other Charters that have similar student and academic demographics as the Charter. **(3 pts)** *Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided.* The proposed program will be utilized to supplement not supplant any federal, state, and local funds.

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**(5 pts) Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives. Objective set of measures designed to increase high-quality academic enrichment opportunities:** In designing the 21st CCLC Program, the Charter understands the importance of offering programs and activities that could be monitored and measured to increase participants' access to high-quality academic enrichment opportunities. Therefore, as per section 4205(b) of Title IV, Part B, the programs and activities will meet the principals of effectiveness and:

- A. *Need:* Be based on assessment of objective data regarding the need for after school programs and activities;
- B. *Monitoring:* Be based on established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and
- C. *Research-Based:* Be based on scientifically-based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.

Based upon the needs assessment, the students require access to safe, supportive after school programs that can build character, improve self-esteem, reinforce positive decisions, increase college enrollment, and escalate parental involvement. To ensure the success of the 21st CCLC Program, 2015-2016 STAAR and EOC test scores, SAT/ACT Test Results, PEIMS 425 Reports, Attendance Reports, Report Cards, and Parent Sign-in Sheets will be utilized as a baseline to measure growth. Each activity or program to be provided will be tied to at least one of these performance measures in order to monitor whether the activity or program is positively impacting the Charter's needs.

**Plan to collect data:** Since each activity or program will be tied to a performance measure, the Site Coordinators will be responsible for ensuring that base data is collected and notated. In order to be able to assess and monitor growth throughout the program, each 9-weeks, the 21<sup>st</sup> CCLC staff will review report cards, PEIMS 425 Report, and sign-in sheets to determine if the activities and programs are being successful at impacting their target area of need. In addition, all teachers will be asked to provide a list of students that are struggling in their classes to the 21<sup>st</sup> CCLC Project Director so that they can be provided with targeted assistance prior to the end of the 9-weeks grading period.

**Evidence-based research that supports the design of the program or activity:** In order to help ensure the success of the program, the Charter selected programs, activities, and partners that are evidence-based and can support the design of the program. This included:

**Tutoring and Homework Assistance:** Studies of after-school programs that provide homework assistance have shown improvements in student motivation and work habits, which directly affect academic achievement (Cosden, Morrison, Albanese, and Macias 2001). Tutoring research conducted by the New Jersey Department of Education suggests quality tutoring can benefit students in many ways including: 1) Improving student work habits; 2) Meeting specific student needs and providing additional academic interaction focused on the individual student; and 3) Reducing non-productive or risky behaviors by offering students a safe, supportive environment after school. **EMERGE:** Since 2011, Emerge has successfully assisted high-achieving students from underserved communities to be the next generation of leaders by preparing them to apply, attend, and graduate from the nation's top colleges and universities. The Director of Programming has 18 years of experience working with college access and leadership development **Camp Innovation, Inc.:** Since 2004, Camp Innovation, Inc. has provided fun and educational learning experiences to participants in a safe environment. Camp Innovation is proven for giving children premiere learning opportunities rich in diversity and social interaction while allowing children the freedom to enjoy the fun and creative part of childhood. **Tejano Center for Community Concerns:** Has a history of providing comprehensive, community-based programs that are youth centered and based on strengthening the family. Services consist of programs that are designed to divert delinquent behavior, youth violence, and drug and alcohol abuse while increasing self-esteem and self-confidence. **ROPES Courses:** For over 11 years, the ROPES course has proven to be one of the best ways of incorporating higher-level thinking skills, problem-solving techniques, and teamwork among every age group. Each participant that finishes the course will have the opportunity to gain personal knowledge of, self-worth, teamwork, involvement/interaction with others, self-esteem, and conquer individual fears that may have held them back. **D.A.R.E. Workshops:** Since 1983, D.A.R.E. has been proven successful at giving kids the skills needed to avoid involvement in drugs, gangs, and violence. D.A.R.E. is now implemented in 75% of the nation's school districts and in more than 52 countries around the world.

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

**(5 Priority Points) Partnership between community-based organizations (CBO's), and other public/private entities:**

The Charter will partner with various community-based organizations in order to ensure the success of the program and the sustainability of the Learning Centers after funding. These Partnerships will include:

**Tejano Center for Community Concerns (TCCC)** - TCCC is a non-profit organization that will provide activities, services, classes, and workshops to students and their families that are designed to build character, improve self-esteem, and reinforce positive decisions. Will include: ROPES courses, self-esteem and gang prevention classes, parenting classes, etc.

**EMERGE** - Will prepare participants to attend the nation's top colleges by providing a holistic, developmental college readiness curriculum. Will include: college application workshops, standardized test preparation, college visits, and residential programs hosted at top-tier colleges.

**Camp Innovation, Inc.** - Will provide a fun, educational, safe, and cost effective STEM summer enrichment program for students in order to expose and develop competency for students in disciplines important to success and productive citizenship in today's global world.

**City of Houston Police Department** - The Police Department will provide guest lecturers to discuss the merits of staying out of trouble and following school rules and regulations, as well as, offer informative sessions on safety programs available to families in the area. This will include a one-week session of a DARE Summer Camp designed to enhance and reinforce the DARE concept and provide recreational activities for students.

**Technical Assistance Consultants** - Will provide year round support, resources, and aid with compliance and reporting. Will consist of on-sites, walkthroughs, and surveys. Based on findings, targeted trainings and workshops will be provided.

Parental Involvement Workshops will also be available that illustrate methods that can be used to increase parents' involvement in their child(s) education. Moreover, publications will be provided that highlight the impact the program is having on the students and families. This media exposure will help the program with sustainability beyond the funding cycle.

**Learning Through Sports - Kids College** - Will provide students differentiating instruction by offering a unique program that combines adaptive technology with standards-aligned virtual curriculum and interactive sports video games to deliver effective, targeted, and engaging instruction.

**Positive Promotions** - Will provide PBIS supplies designed to encourage students to improve their behavior. Through this partnership, the Charter can focus on promoting and reinforcing positive behaviors in participants.

**PEERS** - Will provide on-going evaluation of the program in order to provide 21<sup>st</sup> CCLC and Charter administration with insight on the program's progress in order to determine if any adjustments are required to be made.

**Neighborhood Centers, Inc.** - Will connect low-income families and individuals to a vast range of programs, initiatives, and partnerships that can provide needed resources and services. Will include: ESL classes, computer literacy classes, food fair distribution, GED classes, immigration services, head start programs, tax services, and career planning.

**Be A Champion** - Will provide students K-12 with a 3 p.m. meal each school day in order to ensure that students have the fuel their bodies need to complete homework. This is especially important since **97.8%** of the Charter's students are economically disadvantaged and go to homes where meals may be scarce and inadequate.

**Houston Community College** - Will provide families access to family literacy and GED Prep classes in order to increase the employability of family members and their ability to participate in their child's education.

**Workforce Solutions on Harrisburg Blvd. and SER-Jobs for Progress** - Will provide family access to economic resources and human services such as: job placement, job trainings, child care assistance, and more.

**Mexican Institute of Greater Houston (MIGH)** - Will offer educational programs in Spanish and English in order to increase computer literacy. Will also promote parental involvement by assisting parents in understanding the educational system and help them help their children in furthering their education.

**Mi Familia Vota** - Will work to unite the Latino community in order to promote social and economic justice through increased civic participation. Will also provide immigrant families citizenship classes.

**Urban Harvest** - Will work with participants and senior volunteers to administer horticulture activities.

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On this date:

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**Statutory Requirement 7:** Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on the community needs assessment that was conducted, the following summary of available resources has been compiled.

Center Offered	COMMUNITY NEED	AVAILABLE RESOURCES
<ul style="list-style-type: none"> <li>✓ RYSS Primary CLC</li> <li>✓ RYSS Junior Academy CLC</li> <li>✓ RYSS College Prep CLC</li> </ul>	<p><b>ELL Academic Gaps</b> – The participating campuses have identified gaps in the ELL students' academics, these students require additional assistance in order to be able to pass STAAR and EOC tests and become college and career ready.</p>	<ul style="list-style-type: none"> <li>• Teachers and paras to provide tutorial services.</li> <li>• Kids College-Learning Through Sports Software to provide standards-aligned virtual curriculum and interactive sports video games to deliver effective, targeted, and engaging instruction.</li> <li>• Camp Innovation, Inc. to provide a STEM summer enrichment program that will expose and develop competency for students in disciplines important to success and productive citizenship in today's global world.</li> <li>• Field investigations to the Space Center, Health Museum, and local colleges in order to reinforce and encourage academic growth.</li> </ul>
<ul style="list-style-type: none"> <li>✓ RYSS Primary CLC</li> <li>✓ RYSS Junior Academy CLC</li> <li>✓ RYSS College Prep CLC</li> </ul>	<p><b>College Readiness Gaps</b> – Based upon the high percentage of students that graduate (96.9%) and are enrolled in advanced/dual enrollment courses (93.9%), the Charter should have a higher percentage of students that graduate college ready (only 39%) and enroll in college (49.1%).</p>	<ul style="list-style-type: none"> <li>• FACE Director and Counselor to host college workshops and information sessions that will prepare students for their post-secondary education.</li> <li>• Contract EMERGE to provide services designed to prepare students for college success. Positive Promotions to improve the School Climate and create college going centers.</li> </ul>
<ul style="list-style-type: none"> <li>✓ RYSS Primary CLC</li> <li>✓ RYSS Junior Academy CLC</li> <li>✓ RYSS College Prep CLC</li> </ul>	<p><b>Parental Engagement</b> – The Charter lack of parental involvement stems from an existing language barrier. This language barrier is a result of the high percentage of parents that are immigrants that do not speak English. The Charter needs to bridge this gap so that parents can take a more active role in their child's education.</p>	<ul style="list-style-type: none"> <li>• Houston Community College will provide family literacy and GED preparation classes.</li> <li>• The Charter staff will provide ESL classes to help bridge the language gap.</li> <li>• Neighborhood Centers, Inc. will connect low-income families and individuals to a vast range of programs, initiatives, and partnerships that can provide needed resources and services.</li> <li>• Mi Familia Vota will offer citizenship classes to immigrant students' families.</li> </ul>
<ul style="list-style-type: none"> <li>✓ RYSS Primary CLC</li> <li>✓ RYSS Junior Academy CLC</li> <li>✓ RYSS College Prep CLC</li> </ul>	<p><b>Positive Behavior</b> - The Charter lacks resources and extended day opportunities required to reinforce positive decision making, build self-esteem, and build trust between the student and their parents and the Charter's staff.</p>	<ul style="list-style-type: none"> <li>• Tejano Center for Community Concerns (TCCC) will provide activities, services, classes, and workshops to students and their families that are designed to build character, improve self-esteem, and reinforce positive decisions. This will include: Parenting Classes, Life Skill Classes, ROPES Courses, Drug and Alcohol Awareness Classes, Gang Prevention Workshops, and more.</li> <li>• The City of Houston Police Department will provide drug abuse and resistance education to students. This will include a one-week sessions of DARE summer camp designed to enhance and reinforce the DARE concept and provide recreational activities for students.</li> </ul>

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**Statutory Requirement 8:** Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**How the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.**

The Charter will use as a springboard the ACE Blueprint, 21<sup>st</sup> CCLC website, TEA website, and USDOE website supporting after-school activities that are research and evidence-based. Also, the Charter will utilize best practices from previous experience that have proven to compliment academic performance and achievement.

The Charter will partner with the Houston Community College post-secondary institution utilizing evidence-based practices put into place at the IHE that have been approved by the Texas Higher Education Coordinating Board (THECB).

The Charter will work with Workforce Solutions on Harrisburg Blvd. to utilize evidenced-based and research-based practices approved from the Texas Workforce Commission, as well as, the adopted practices from the approved Adult Basic Education Provider and their curriculum framework. In addition, the Charter will also partner with SER-Jobs for Progress to provide education, training, and employment services to participants and their families. SER-Jobs for Progress will come to the campus to help students apply online for Summer jobs and internships with the City of Houston.

Moreover, all vendors and trainers that will be contracted for positive youth development and behavioral training will be required to submit research and evidence-based approved materials to support activities being performed at the participating campuses.

**Statutory Requirement 9:** If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RYSS plans to partner with Nueva Vida, a neighboring senior citizen's community, to solicit volunteers in an effort to offer a more cost-effective program that can aid in sustaining the program beyond its funding cycle. After retirement, some seniors want the ability to give back to their communities. Therefore, volunteers registered at senior citizen centers, local high schools, and parent/teacher organizations will be recruited to work with the students in all facets of the 21<sup>st</sup> CCLC activities.

The Community Learning Centers will offer senior citizens the opportunity to work with participants. Research indicates that senior citizens can take up dedicated volunteering at venues like schools and local community learning centers. The services and talents that they have to offer enhance the quality of interaction with the youth and other professionals. Typically, senior citizen volunteers enrich the environment with love, guidance, and self-esteem; thus, helping the exchange of expertise and quality assurance to any indoor or outdoor-bound activity.

In addition, the Site Coordinators will provide senior volunteers with a training session on tutoring. All senior volunteers and program staff will be provided a standard childcare handbook for working with participants, CPR and first aid training, and staff development training. Moreover, the Charter will ensure that activities being provided are at all time supervised by a 21<sup>st</sup> CCLC staff member. Activities that are expected to be provided include: planting flowerbeds outside of the senior living apartments, exercising with seniors, reading, crochet, checkers, and more.

Furthermore, garnering support from volunteer parents and building strong community partnerships is key to setting up a 21<sup>st</sup> CCLC program that will be sustainable in the long run for several reasons. The Charter understands that after-school programs exist in response to the changing needs of American families, and; therefore, must remain continuously in-tune with family concerns. Also, the community as a whole has a serious stake in successful after-school programs, to reduce crime and other problems that arise when youth are unsupervised, and to help ensure that young people become responsible, contributing members of society.

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**Statutory Requirement 10:** Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**X Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

During the Charter board meeting, specific challenges the community faces concerning sustainability were addressed and how the community and board will support the school will assist local efforts to sustain the program over time. The board and its elected members confirmed their commitment to support and assist the Charter's efforts to sustain the 21<sup>st</sup> CCLC Program, as described in the written letter of support and board meeting agenda dated 02/24/2016 that is included with this proposal. (10 Priority Points) The Charter will develop a broad range of strategies and resources that will be employed to secure critical fiscal and non-fiscal resources and ensure that the 21<sup>st</sup> Community Learning Centers will continue after grant funding ends. Although the success of various finance and sustainability strategies depends heavily on community characteristics, the following strategies depict the elements of success. The elements of success will serve as a resource for inspiring and financing ideas; providing the Charter administration sustainability strategies; and illustrating to local board members and Community Based Organizations (CBO's) how program leaders can tap various funding sources and employ different strategies for sustainability beyond 21<sup>st</sup> CCLC grant funding. Adequate funding will be vital to sustaining the program; therefore, public funding at the federal, state and local levels will be explored. In addition to financing strategies, the Charter staff will design and implement several complementary sustainability strategies that enhance their ability, not only to raise funds, but also to secure other non-fiscal resources critical to long-term success. These strategies include: **Maximizing In-Kind Resources** - In-kind resources, including volunteer, technical assistance, facilities, utilities, maintenance, administration, security, and equipment will help improve programming and reduce the cost of operation. Program staff will also collaborate with local senior volunteers to provide an enriched tutoring and mentoring program filling environment with love, guidance, and self-esteem; thus, the one-on-one situations will help the exchange of expertise and quality assurance to any indoor or outdoor-bound activity. **Building Community Support** - Support from a wide range of community organizations and stakeholder groups will enable the program to secure resources by building support among leaders in schools, businesses, and the community. Moreover, the program will benefit from strong program identity in the community in building their base of support. To develop a strong identity, the Charter will create a clear vision of their work, state the impact intended, and become a unique niche in the community. The Charter will identify the most critical needs of students and families and will then locate and coordinate community resources, dedicated volunteers and agencies to serve in partnership with the Charter such as: Nueva Vida, Tejano Center for Community Concerns, Houston Community College, Houston Police Association, EMERGE, SER-Jobs for Progress, and Workforce Solutions on Harrisburg Blvd. **Sustainability Plan** - Develop a written sustainability plan that takes account of short/long-term needs, identifies challenges and obstacles, strategizes to garner needed resources and overcome challenges, identifies, and communicates with key partners. These strategies include:

Plan	Strategies	Resources	Stakeholders	Timeline
<b>Building Community Support</b>	Maximize Personnel, Facilities, and Equipment	Locate and coordinate community resources, dedicated volunteers, and agencies to serve in partnership with the Charter.	Program Director, Site Coordinators, Family Engagement Specialist, Parent Coordinator, Director of Family and Community Engagement (FACE), CBOs, Senior Citizens, and Foundations	On-going
<b>Sustainability Plan</b>	Build Capacity	Develop a written sustainability plan to make better use of existing resources, maximizing federal, state, and local revenue, build additional public-private relationships, and generate newly dedicated revenues.	Program Director and Site Coordinators, Superintendent, Chief Financial Officer, Director of FACE, Principals, Board Members, and Community Organizations	3 months from start of Program

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## Schedule #17—Responses to TEA Program Requirements

County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**TEA Program Requirement 1: Community Involvement**

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Stakeholder involvement methods will be used to identify, recruit, and structure the involvement of diverse stakeholders throughout the program. This method will help align the resources of stakeholders towards common goals and will be essential in adopting and implementing the program. The goal is to progressively transform stakeholders into partners that support and implement the plan.

The Charter has identified three methods for **continuous feedback and involvement from community stakeholders** which are listed below:

- **Recruit Stakeholders:** The Charter will identify and recruit stakeholders that live and/or work within the community. This will ensure the stakeholders have a vested interest in the program and its success.
- **Educate Stakeholders:** The Charter will educate stakeholders on key areas of concern facing the community and their youth, solutions proposed by the program, and the roles their organization will play in the process.
- **Refine Goals and Objectives:** Stakeholders will be invited to attend meetings to discuss goals and objectives and ensure the program is on track. Areas of concern will be discussed and suggestions for improvement will be solicited from each stakeholder.

The Charter will **engage a community advisory council** to ensure that the community stakeholders contribute to the following three areas:

- **Creating Program Awareness:** The 21<sup>st</sup> CCLC programs typically succeed because of the willingness of individuals, corporations, and foundations entities to invest in the future of their youth. Hence, those groups are investing in their own future. Consequently, the community stakeholders will be asked to play a key role in informing the public of the Community Learning Centers offered through the Charter. Community partners will be asked to provide referrals to their clients and post notices that can be viewed by the public.
- **Evaluating Program Effectiveness:** Community stakeholders will be encouraged to take part of surveys, focus groups, and interest inventories that will be conducted by the contracted evaluator. Their view of the impact of the centers will be insightful in determining the success of the program and in refining or modifying program activities.
- **Sustainability:** In addition to supporting the growth of the program through outreach, all concerned parties will have a stake in sustaining the program. The Charter will create a sustainability to include the creation of a Handbook of Operating Procedures (HOOP). Sustainability means managing risks or vulnerabilities that have the potential for causing program offerings to diminish, become restricted, or terminated altogether. This Charter will unite with community stakeholders that have a strong affiliation to the program. To ensure their continued support beyond program funding, the Charter will actively look for funding sources that help support and sustain this program over an extended period of time. The Charter's plan for sustainability will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources.

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**Schedule #17—Responses to TEA Program Requirements**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**TEA Program Requirement 2: Grant Management.** Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among program staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**(5 points)** *The management plan is designed to achieve the objectives of the proposed program on time and within budget, with appropriate timelines and milestones for accomplishing tasks.* The Charter will establish a management plan that will ensure that all of the components adhere to the requirements set forth by TEA and provide high-quality programming for all participants. In addition, the management plan will ensure that the Charter is on track to meeting the set objectives and goals of the program. The management plan will include the following information:

- An outline of the program's objectives and goals;
- A list of actions to achieve the goals and objectives;
- Descriptions of the roles and time commitments of personnel and participants involved in the program, as well as, how these roles might change throughout the program;
- Procedures to recruit participants;
- Procedures to acquire and maintain technology equipment, software, and supplies;
- A timeline for various stages of the program; and
- A process to handle possible program modifications.

In addition, the Charter will outline the roles and responsibilities of 21<sup>st</sup> CCLC personnel. This component of the management plan will include time commitments required. It will also include the potential evaluation of each role throughout the program's timeline. An organizational chart will also be developed in order to streamline personnel interaction and individual responsibilities in the structure of overall management. The management plan will include the following:

**Student Participation:** The management plan will detail the procedures for participant selection, retention, and evaluation. This will include the processes for targeting at-risk students, as well as, aims to recruit participants' families.

**Collaborations:** The management plan will also describe the planned collaborations with all CBOs. For existing partnerships, the management plan will detail the proposed services to be offered.

**Communication:** Maintaining **communication among program staff** is a critical part of any collaboration. Therefore, the management plan will describe the proper methods for communication, dates of scheduled meetings, and contact information for all key staff.

**Acquisition and Maintenance of Technology Equipment, Software, and Supplies:** The management plan will outline the proper procedures that need to be followed in order to purchase Equipment, Software, and Supplies. Information may include the following: How will equipment be acquired?; Who will oversee acquisition/maintenance?; Plan to train individuals on the use/maintenance of equipment; Who has access to the equipment?; and Where will equipment be housed?

**On-Going Training And Support:** All grant personnel will participate in Charter and grant-related trainings in order to meet grant compliance. Trainings include but are not limited to the following: 1) Key role personnel (e.g., Business Office Staff, Superintendent, And Grant Management Staff) will attend mandatory orientations. 2) Program Director and designated Site Coordinators will attend any required trainings, conferences, workshops, and meetings, to include the national and state conferences and other technical assistance trainings as requested by TEA; 3) Grant staff will be provided professional development trainings on grant requirements, the proper use of software and technology purchased through grant funds; and 4) Conference attendees will provide information to other 21<sup>st</sup> CCLC program staff (Train-the-Trainer Model) and incorporate relevant best practices into the program.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Center Number: 1** **RYSS Primary Community Learning Center**

**9 digit campus ID#** **101806-102** **Distance to Fiscal Agent (Miles)** **.1**

**Grade Levels to be served (PK-12)** **K-5<sup>th</sup>**

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>	<b>175</b>
<b>Number of Adults (parent/ legal guardians only) to be served:</b>	<b>50</b>

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
<b>Campus Name</b>				
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

**Center Number: 2** **RYSS Junior Academy Community Learning Center**

**9 digit campus ID#** **101806-041** **Distance to Fiscal Agent (Miles)** **.1 Miles**

**Grade Levels to be served (PK-12)** **6<sup>th</sup> – 8<sup>th</sup>**

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>	<b>100</b>
<b>Number of Adults (parent/ legal guardians only) to be served:</b>	<b>50</b>

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
<b>Campus Name</b>				
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

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Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Center Number: 3****RYSS College Prep. Community Learning Center****9 digit campus ID#****101806-001****Distance to Fiscal Agent (Miles)****.1 Miles****Grade Levels to be served (PK-12)****9<sup>th</sup> – 12<sup>th</sup>**

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>	<b>105</b>
<b>Number of Adults (parent/ legal guardians only) to be served:</b>	<b>50</b>

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>Campus Name</b>				
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

**Center Number: 4****Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>	

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>Campus Name</b>				
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

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Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Center Number: 5****Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total****Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>Campus Name</b>				
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

**Center Number: 6****Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total****Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>Campus Name</b>				
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Center Number: 7****Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total****Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>Campus Name</b>				
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

**Center Number: 8****Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total****Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>Campus Name</b>				
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Center Number: 9****Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total****Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>Campus Name</b>				
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

**Center Number: 10****Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total****Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>Campus Name</b>				
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-District number or vendor ID: 101806

Amendment # (for amendments only):

**TEA Program Requirement 3a: Center Operations, Program Coordination.** Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**(3 pts)** *The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds.* The Charter has a history of coordinating funds to better serve the needs of their children and families. Materials purchased through federal and state funds will be utilized to allow families to accelerate their instruction. The Charter will also maximize the following resources: 1) Title I Part A - Improving Basic Programs; 2) Title III Part A LEP; 3) IDEA-B Special Education and Pre-school; 4) Texas Literacy Initiative; and 5.) Early Educator Induction Program. The Superintendent and the Business Office will ensure that state/local funds are not diverted from the campuses because of its acquisition of the 21<sup>st</sup> CCLC grant. If awarded, the program activities and services provided by these grant funds will be supplemental to existing federal, state, and local service activities and will not supplant existing programs.

**Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081.** The participating campuses are considered school-wide, Title I eligible. Therefore, all NCLB and federal entitlement purchased materials, supplies, and equipment not maximized during the day will be utilized before, after-school, weekend, and/or during summer programming. In addition, materials and facilities paid for through compensatory education funds will also be maximized for participants in the 21<sup>st</sup> CCLC Program.

**Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program.**

**IDENTIFICATION:** Students and families most in need will be identified from the following type of campuses: Title I, Part A, schools that serve a high percentage of low-income students and their families; and Campuses in need of improvement.

**RECRUITMENT:** The Charter will **recruit students who are most in need of academic assistance.** Special efforts will be made to ensure that students and adult family members who are recruited are able to attend a minimum of 45 days. The program will make every effort to recruit these individuals by distributing flyers to children and youth to take to their parents notifying them of the expanded learning opportunities available. Flyers will be posted at doctor's offices, churches, local post office, businesses, and local community organizations. The Program Director and the Site Coordinators will meet with the Principal and Teachers of each school to explain the program and request their assistance in encouraging parents to enroll their at-risk children in need of these services. The Principals will send an introductory letter to the parents/guardian of each student. School staff will contact parents of eligible students to encourage them to enroll their children in the program. A completed registration form will include a parental signature which:

- 1) Gives the student permission to participate;
- 2) Documents the parent (s) commitment to ensure their child attends the after-school sessions;
- 3) Gives the authorization to track test scores, grades, absenteeism records and disciplinary logs;
- 4) Documents the parent (s) commitment to participating in the family literacy and educational activities; and
- 5) Indicates if parent (s) would like to volunteer during the after-school sessions.

The Charter will provide the following innovative and 21<sup>st</sup> century marketing and retention strategies: Electronic Newsletters and Marketing, Press Releases, 21<sup>st</sup> CCLC Program Website Development, Highlight Student Achievement, Social Media: YouTube, LinkedIn, Facebook, Twitter, Mobile Marketing, Post Parent Notifications and Invites on 21<sup>st</sup> CCLC webpage, and Postings online of student testimonials.

**RETENTION:** The plan for retaining students in the program will be implemented to enable students and families to remain in the program long enough to achieve their goals and/or make a successful grade level or course transition. The Charter will employ strategies that will include: assisting students in realistic goal setting, providing encouragement through a peer support network of participants, and providing recognition of student accomplishments and achievement. Other student and family retention measures include support services such as: student recognition, stakeholder surveys, testimonials, childcare services, flexible schedules, referrals for transportation, personal and career counseling, food, clothing, and utility assistance.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**TEA Program Requirement 3b: Center Operations, Staffing and Schedule.** Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **planned operating and staffing schedule** for each center is included below. The Charter has developed a consistent and dependable schedule of weekly activities for each of the centers. Each center will operate a minimum of 35 weeks per year. For the fall and spring term a minimum of 15 hours per week, five/six days per week and it includes a summer term with a minimum of 4 hours per day, 4 days per week, for 6 consecutive weeks. During hours of operation, the Charter will offer teachers extra-duty pay to oversee community volunteers and paid staff with tutoring and homework assistance in core subjects (Mathematics, Science, Social Studies, English Language Arts, and Reading) at each site. Local school teachers will help students who wish to take advantage of the credit recovery software that will be purchased for the Centers. Credit Recovery will be provided in all 5 core subject areas. The campus schedules are listed below with different hours of operation per campus that better suits the requirements of their campus students. Regular students and adult family members will be required to attend the program as stated in the grant application. Regular students will be required to attend 45 days or more during the year.

**RYSS COMMUNITY LEARNING CENTERS' (CLC) HOURS OF OPERATION**

<b>RYSS Primary CLC</b>	<b>RYSS Junior Academy and College Prep. CLC</b>	<b>RYSS Primary, Junior Academy, and College Prep. CLC</b>	
<b>Fall and Spring Weekdays</b>		<b>Summer Weekdays</b>	<b>Saturdays</b>
Monday - Friday	Monday - Friday	Monday - Thursday	Once per Month
3:30 PM – 6:00 PM	4:15 PM – 6:45 PM	12:00 PM – 4:00 PM	1:00 PM – 4:00 PM

**TEA Program Requirement 3c: Center Operations, Safety.** Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**CENTER SAFETY FOR STUDENTS:** The program will take place on the school campuses, which offers students safe and easily accessible facilities. The Charter will ensure that students travel safely to and from each center and home by providing qualified adult supervision. Transportation will be minimal for students because the Charter proposes to have a center at each of its 3 campuses. Each student participating in the program will be required to have a Parental Consent Form filled out and signed by their parent/guardian, prior to joining in any activities. The Parental Consent Form will require the parent/guardian of the student to identify the method by which the student will leave the program each day. The parent/guardian will be required to provide the name/relationship of any individual that will be allowed to pick-up the student. All students participating in the 21<sup>st</sup> CCLC program will be required to remain in the designated area being utilized to provide program activities. Upon arriving students will be signed-in by Project Coordinator. Based upon the Parental Consent Form, students will be allowed to leave the program in the following manners:

**K THROUGH 12<sup>TH</sup>:**

**Bus** – Students requiring transportation home will be escorted to the designated Bus Zone by the Site Coordinators. Site Coordinators will be in charge of signing each student out as they enter the bus.

**Pick-up** – Parents may authorize selected individuals to pick-up their child anytime during the program. The designated individual will be required to present valid I.D. to the Site Coordinator in order to have the student released to them.

**Walk/Drive Home** – Parents may authorize students in 9<sup>th</sup> grade and above to sign themselves out of the 21<sup>st</sup> Program and walk/or drive home. Students will need to notify the Site Coordinator at the center so that they can be signed out. Students in the K - 6<sup>th</sup> grade will not be authorized to sign themselves out or walk home.

The Charter will ensure a process is in place to document and address emergency situations, including an emergency readiness plan, emergency contact information, and follow-up documentation.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-District number or vendor ID: 101806

Amendment # (for amendments only):

**TEA Program Requirement 4a: Activity Planning, Alignment and Quality.** Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Program will align activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the TEKS, and provide opportunities for engaging and interactive activities.**

All 21<sup>st</sup> CCLC activities were selected from the Texas ACE Blueprint and are aligned and support the TEKS regular day instruction and lessons. Moreover, vendors and trainers were specifically selected in order to engage and provide interactive activities for students and families.

Academic assistance will be provided by Charter staff, including teachers and support staff. Based on a need assessment performed on each of the participants, participants will be offered one-on-one, group, or software-based tutoring and homework assistance in Reading, Math, Science, History, and/or Writing.

Enrichment activities will be offered by Charter staff will include: healthy lifestyle classes, dance, karate, computer classes, robotics, horticulture, Arts and Craft, and more. The Tejano Center for Community Concerns will provide activities, services, classes, and workshops to students and their families that are designed to build character, improve self-esteem, and reinforce positive decisions. This will include: ROPES Course, Anger Management Classes, Gang Prevention workshops, parenting classes, and more. Camp Innovation, Inc. will provide a fun, educational, safe, and cost effective STEM summer enrichment program for students that is designed to provide exposure and develop competency for students in disciplines important to success and productive citizenship in today's global world. EMERGE Will prepare participants to attend the nation's top colleges by providing a holistic, developmental college readiness curriculum. Will include: college application workshops, standardized test preparation, college visits, and residential programs hosted at top-tier colleges. Nueva Vida Senior Living Apartments will provide volunteers that will work with participants to offer activities such as planting flowerbeds outside of the senior citizen living facility, exercising with seniors, reading, crochet, checkers, and more. Finally, the City of Houston's Police Department will provide DARE, safety programs, recreational events, guest referrals, and field investigations.

The Charter and campus administrators will ensure they understand the goals and objectives of the 21<sup>st</sup> CCLC grant in order to plan activities, track and monitor needs, and identify necessary professional development trainings that will be supplemental to current school day curriculum instruction. Community partners will be recruited to address any outstanding needs that the Charter does not have trained personnel or time to address. Other instruments that will be utilized to determine academic needs will include: Charter Improvement Plan (DIP), Campus Improvement Plans (CIP), Individualized Education Plans (IEPs), Personalized Graduation Plans (PGPs), Individualized Graduation Plans (IGPs), Public Education Information Management System (PEIMS), benchmarks, and grades.

**Plan for using evidence-based practices and local data to meet student needs and achieve student outcomes.**

Only evidence-based practices that address the local campus needs will be selected for each campus based on their identified weaknesses. Activities may include, but are not limited to:

**Data-Driven Activities:** The Charter will utilize 9-week's scores, attendance sheets, grades, benchmarks, and software reports as data sets to identify and target student needs and plan activities. Hence, based on annual results from the TEA 2014-2015 PEIMS, the Charter will select activities that best address the needs for each specific campus.

**Scientifically Researched-Based Activities:** Studies have been conducted that indicate that after-school activities help youth develop social skills, improve academic performance, and help them build strong supportive relationships with adults other than their parents. Impact in students can be seen for each of the following age groups:

**Young Youth** –Benefit with social skills development and improved academic skills. This leads to improved conflict management and better school attendance rates.

**Middle-School Youth** – Increased participation in school, attentive in class and are less likely to be involved in violent behavior at school.

**High School Youth** – Increased optimism toward the future and have more interest in school than peers who are unsupervised after school.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-District number or vendor ID: 101806

Amendment # (for amendments only):

**TEA Program Requirement 4b: Activity Planning, Meeting Student Needs.** Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school.**

The participating campuses will provide instruction adaptable to the academic and developmental needs of students. Instructional methods to be applied will include:

**Individual Instruction** – Provide highly individualized, one-on-one instruction to students. One-on-one instruction is highly successful in improving a student's academic standing.

**Small-Group Instruction** – Group-tutoring sessions will allow students to benefit from helping each other and provides a diversity of ideas and points of view. It also builds tolerance for differences in background, personality, and intellectual styles.

**Response to Intervention (RtI) Acceleration** - RtI holds the promise of ensuring that all children have access to high quality instruction and that struggling learners, including those with disabilities, are identified, supported, and served early and effectively. Driven and documented by reliable data, the implementation of RtI can result in: More effective instruction; Increased student achievement; More appropriate disabilities identification; Increased professional collaboration; and Overall school improvement.

**Describe the planned staff to student ratios for the proposed sites and activities.** The Charter will ensure that students are supervised by highly qualified individuals (Site Coordinators, Family Engagement Specialist, Parent Coordinator, Tutors, Contracted Partners, and Program Director) at all times with the appropriate student to staff ratio (20:1). The Charter understands that the Community Learning Centers will be targeting a diverse group of students, each of whom will have their own strengths and needs. The Charter proposes an adaptive instructional process in order to provide students with various manners for processing information to ensure each student learns effectively. By providing a learner(s) with curriculum content through ways other than traditional written text, the Charter can provide an alternative to the reading requirements inherently associated with processing printed material. Though the most obvious adaptation to traditional "reading" involves a peer or adult reading aloud to a learner, a number of other possibilities exist, through the adaptation of instructional materials. The Charter will incorporate some of the following strategies:

1. Scaffolding key concepts to be learned;
2. Utilizing teacher presentation cues (i.e. gestural, visual, or verbal) to emphasize key points;
3. Incorporating the use of demonstrations or role play;
4. Getting learners more actively involved in the learning process through the implementation of every pupil response technique (i.e. response cards, thumbs up / thumbs down) or the incorporation of manipulatives for learners' use; and
5. Diversifying the groupings for instruction, so as not to rely solely on large group instruction.

Through these varied instructional methods and through the limited staff to student ratios, the Charter should reduce the at-risk failure and student drop-out rates.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**TEA Program Requirement 5a:** Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**The role of the Family Engagement Specialist** will be to develop and coordinate activities for students and parents at the participating campuses within RYSS. The Family Engagement Specialist will work with the Program Director, Site Coordinators, FACE Director, and Principals to encourage family engagement in education and successful student outcomes. The Family Engagement Specialist will focus on developing and presenting parent involvement information and technical assistance across all centers and maintain accurate data relevant to the planning, management, and evaluation of the program.

The following are some of the responsibilities to be performed by the Family Engagement Specialist across all centers:

- Build relationships with families and children across all centers;
- Provide families problem-solving opportunities and support that will help them to better meet the needs of their children's educational development;
- Orient parents in the philosophy, policies, and practices of parental involvement in all grade levels;
- Plan parent education and training programs; and
- Assist in recruitment of program participants and registration procedures.

Through the function and the role of the Family Engagement Specialist, the Charter should be able to increase the number of services provided to families. This new position will help the Charter actively and meaningfully engage families in their children's education and opportunities for literacy and related educational development.

**TEA Program Requirement 5b:** Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Coordination of family engagement strategies across all centers:**

The Family Engagement Specialist will work closely with the Program Director, Site Coordinators, and Campus Advisory Committees to create a report that identifies outstanding practices, activities the schools have planned, and strategies to address the needs while implementing the program. Each activity will include recommended strategies for each center. The Site Coordinators will provide on-going coordination across all centers. The following data will be collected: 1.) number, nature, and frequency of activities, trainings, and coaching sessions; 2.) nature, duration, and frequency of students' use of resources; 3.) student progress towards academic and positive behavior; and 4.) level of satisfaction with the program. The data will be utilized to recruit and retain families. Moreover, the Family Engagement Specialist and Parent Coordinator will review all available data from the Program Director and Site Coordinators along with interviewing teachers, students, parents, and administrators to assist in the coordination of family engagement strategies across all centers.

**Recruit participant families:** The Family Engagement Specialist will work with the Program Director, Site Coordinators, and Parent Coordinator to recruit families by forming a marketing campaign consisting of providing students with flyers to be taken home to their parents, utilizing campus marquees, along with Charter and campus websites. In addition, the Family Engagement Specialist and Charter Parent Coordinator will distribute flyers to local agencies that provide services to the targeted families such as: Texas Workforce Centers; SER-Jobs for Progress; Local Family Health Clinics; Institutions of Higher Education; Community-Based Organizations; and Faith-Based Organizations to include Church of Jesus Christ of Latter Day Saints.

The Family Engagement Specialist, along with the Director and Site Coordinators, will help recruit eligible families and provide family engagement strategies across all centers.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**County-District number or vendor ID: **101806**

Amendment # (for amendments only):

**TEA Program Requirement 5c: Family Engagement, Activities.** Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address.** A family assessment based on community needs, parental surveys, and testimonials were utilized to determine the proposed family activities that will address the needs of working families as well as provide them with opportunities for active and meaningful engagement in their children's education. The following activities will be provided at the centers:

Activity	When	Where	Need to be Addressed
Parental Involvement Workshops	Evenings, Saturdays, and Summers	At their assigned campus site, administration offices, library, and/or parent center	Parental Involvement and Student Academics
Adult Basic Education, Employment Skills Training, Career Development, Workforce Training, and Career Counseling and Speakers	Day-time and evenings	Workforce Solutions on Harrisburg Blvd., SER-Jobs for Progress, Parent Center, and CLC	Literacy Issues
Parent Leadership Training Program	Saturdays and Summers	At their assigned campus site, administration offices, library, and/or parent center	Students Behavioral Issues and Student Academics
Drug Abuse Resistance Education (DARE)	Evenings and Summers		Drug and substance abuse

**Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development.**

How activity addresses family need	How opportunities allow families to engage in child's education
Parental Involvement	Increase parent presence and involvement at the campuses.
Unemployment	Reduce family poverty level to increase resources for students.
Family Literacy Issues/Educational Development	Ability to provide academic assistance to their students.
Drug Awareness and Reduction	Increase awareness related to drug activities and be more engaged in their students' academics.

**Describe additional resources that will be used to provide family engagement activities.**

The Charter is mandated to provide a 1% allocation towards Parental Involvement activities based on the Title I allocation. Therefore, additional resources from the allocation will be supplemental to the services provided through the 21<sup>st</sup> CCLC to families.

The Charter has partnered with local civic organizations, to include: Parents Alliance, Mexican Institute of Greater Houston to provide computer classes; Neighborhood Centers, Inc. and Mi Familia Vota to provide Citizenship Classes; Urban Harvest to provide assistance with Horticulture activities; UT Health to provide Healthy Lifestyle and Nutrition Classes; and City of Houston will provide RYSS access to the swimming pools and tennis courts. Nueva Vida Senior Living Apartments will provide volunteers that will work with participants to offer activities such as planting flowerbeds outside of the senior citizen living facility, exercising with seniors, reading, crochet, checkers, and more.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District number or vendor ID: <b>101806</b>		Amendment number (for amendments only):		
<b>No Barriers</b>				
<b>#</b>	<b>No Barriers</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
<b>#</b>	<b>Strategies for Gender-Specific Bias</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
<b>#</b>	<b>Strategies for Cultural, Linguistic, or Economic Diversity</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**County-District number or vendor ID: **101806**

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #19—Private Nonprofit School Participation		
County-district number or vendor ID: <b>101806</b>	Amendment number (for amendments only):	
<b>Part 1: Private Nonprofit School Contacts.</b> This part is required regardless of whether any private nonprofit schools are participating in the program. For <i>statewide</i> teacher training programs or <i>statewide</i> student instructional programs, refer to the list of private nonprofit school association contacts posted on the <a href="#">Applying for a Grant</a> page.		
<b>Total Nonprofit Schools within Boundary</b>		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): N/A		
<b>Initial Phase Contact Methods</b>		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other method (specify):
<b>Total Eligible Nonprofit Students within Boundary</b>		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):		
Check box only if there is no data available to determine the number of eligible students: <input type="checkbox"/>		
<b>Total Nonprofit Participants</b>		
Total nonprofit schools participating:	Total nonprofit students participating:	Total nonprofit teachers participating:
No nonprofit schools participating: <input type="checkbox"/>	No nonprofit students participating: <input type="checkbox"/>	No nonprofit teachers participating: <input type="checkbox"/>
<b>Part 2: Consultation and Services.</b> Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.		
<b>Participant Consultation: Development and Design Phase Consultation Methods</b>		
Check the appropriate boxes to indicate development and design phase contact methods.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):
<b>Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)</b>		
<input type="checkbox"/> How children's needs will be identified		
<input type="checkbox"/> What services will be offered		
<input type="checkbox"/> How, where, and by whom the services will be provided		
<input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
<input type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services		
<input type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools		
<input type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers		
<input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor		
<input type="checkbox"/> Other (specify):		

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**Schedule #19—Private Nonprofit School Participation (cont.)**County-district number or vendor ID: **101806**

Amendment number (for amendments only):

**Part 3: Services and Benefits Delivery****Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:				
	# of students:	# of teachers:			
2	School name:				
	# of students:	# of teachers:			
3	School name:				
	# of students:	# of teachers:			
4	School name:				
	# of students:	# of teachers:			
5	School name:				
	# of students:	# of teachers:			

**Part 5: Differences in Program Benefits Provided to Public and Private Schools**

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits			Reason for the Difference in Benefits	
1		1		
2		2		
3		3		
4		4		
5		5		

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: